DOCUMENT RESUME

ED 200 768 CE 028 552

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TITLE Career Information Needed by Classroom Teachers.
PUB DATE Apr 81
NOTE 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Agricultural Education; *Career Choice; *Education Majors; Family Influence; Females; Higher Education; *Influences; Males; Occupational Aspiration; Peer Influence; Students; Teacher Background; Teacher Education; Teacher Influence; *Teaching (Occupation); *Vocational Education
IDENTIFIERS Virginia Polytechnic Inst and State Univ

ABSTRACT

A study was conducted to determine those factors influencing people to select a career in agricultural education. Specific objectives of the study were to determine the following differences in influencing factors: (1) between pre-service students and teachers for selecting agricultural education as a major and teaching as a career; (2) between males and females; (3) between former enrollment and non-enrollment in vocational agriculture; (4) between membership and non-membership in undergraduate student organizations; and (5) in age for deciding to major in agricultural education and selecting teaching as a career by major and vocational agriculture enrollment. The study was conducted by means of a research survey developed by the project and administered to 54 Virginia Tech majors enrolled in agricultural education courses during the fall and winter of 1979-80, and to 200 vocational agriculture teachers randomly selected (177 returns). Data were analyzed by both descriptive and inferential statistics. The study concluded that pre-service students chose a career in agricultural education for the same reasons as teachers: some of those reasons include the following: high school influences and instructor influences (higher impact on males) and personal reasons (higher impact on females); participation in enrollment in vocational agriculture for five years; economic/social and personal reasons. The study also showed that salary was not an important influencing factor in choice of vocational agriculture as a career, and that subjects with a major in agricultural education chose that field as a career at a younger age than any other college major. (KC)

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CAREER INFORMATION NEEDED BY CLASSROOM TEACHERS

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April 1981

American Educational Research Association
Los Angeles, California

CE 028 552

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Introduction

Classroom teachers have long been the vanguard of the career education crusade. They have provided career information to their varied clienteles from kindergarten to the adult student.

Ironically, these same dispensers of career information have not received the quantity or quality of information about their own career choice. Undergraduate education courses are generally lacking in the provision of useful career information to its enrollees. One reason for this general lack of informtion is the emphasis placed on preparing prospective teachers for survival in the classroom. Most undergraduate teacher education programs assist future teachers with teaching methodology skills, but not with career information materials.

Information that is available to future teachers from the mass media is frequently at best bland and not very informative or at worst inaccurate and misleading. An example of the former can be found in the Dictionary of Occupational Titles (1977) when the authors attempted to identify career information about their specialty field of Agricultural Education:

091.227-010 Teacher, Secondary School (education) teacher, high school.

> Teaches one or more subjects, such as English, mathematics, or social studies, to students in public or private secondary schools: Instructs students in subject matter, utilizing various teaching methods, such as lecture and demonstration, and uses audiovisual aids and other materials to supplement presentations. Prepares teaching outline for course of study, assigns lessons, and corrects homework papers. Administers tests to evaluate pupils' progress, records results, and issues reports to inform parents of progress. Keeps attendance records. Maintains discipline in classroom and school yard. Participates in faculty and professional meetings, educational conferences, and teacher training workshops. Performs related duties, such as sponsoring one or more special activities or student organizations, assisting pupils in selecting course of study, and counseling them in adjustment and academic problems. May be identified according to subject matter taught.

The following example of both inaccurate and misleading career information for Agricultural Education teachers was found in the Counseling Center at Virginia Tech. (CECIL):

Vocational Agriculture
091.227

Work setting: In fields and barns of the farming community; indoors and classroom laboratories, and meeting halls; employers are private and public high schools and vocational schools in rural areas.

Promotion possibilities: Teachers may advance to department head, counselor, principal, or administrator; promotions are made on the basis of experience and advanced education.

Related occupations: farmer, farm manager, elementary school teacher, counselor.

Training: Bachelor's degree with a major in Agriculture plus some study of teaching techniques; most have Master's degree in Agriculture and many states require study beyond the Bachelor's degree for certification; field work is usually included in preparation; public school teachers are certified.

Personal requirements: Enjoy working with adolescents and relate easily to them; working knowledge of good farm management; convey ideas clearly, open to new ideas; patient, thorough, responsible, enthusiastic, imaginative, emotionally stable, fair.

Salary: According to recent figures, salaries for Vocational Agriculture teachers teaching secondary level range from $8,668 to $15,800, while those teaching college level earn between $7,717 and $19,354.

Demand: Sources indicate that job opportunities may be decreasing; as farm communities become urbanized and farm populations grow smaller, some schools are closing their Vocational Agriculture programs; most are employed in the central farming region of the United States.

Some of the inaccuracies which can be noted in the previous quote are (1) A misleading over-emphasis of working in fields and barns; (2) Employed by schools in rural areas only; (3) Not mentioning related occupations in

the technical field of agriculture; (4) the inaccurate implication that teachers major in agriculture; (5) No mention is made of the needed ability to advise the local FFA Chapter; (6) the "recent" salary figures are inaccurate; (7) Job opportunities have increased for several years in a row; and (8) A misleading over-emphasis on production agriculture or farming.

Being faced with this information problem, the present study attempted to find more accurate and contemporary career information which could be used with students in the Agricultural Education preservice teacher preparation program at Virginia Tech. The following objectives were established and accomplished during the conduct of the study.

Purpose and Objectives

The major purpose of the study was to determine those factors influencing people to select a career in Agricultural Education. The specific objectives for the study were:

1. To determine the difference in influencing factors between pre-service students and teachers for selecting Agricultural Education as a major and teaching as a career.
2. To determine the difference in influencing factors between males and females for selecting Agricultural Education as a major and teaching as a career.
3. To determine the difference in influencing factors between former enrollment and non-enrollment in vocational agriculture for selecting Agricultural Education as a major and teaching as a career.
4. To determine the difference in influencing factors between membership and non-membership in undergraduate student organizations for selecting Agricultural Education as a major and teaching as a career.
5. To determine the differences in age for deciding to major in Agricultural Edcuation and selecting teaching as a career by major and vocational agriculture enrollment.

Methodology

The study utilized descriptive survey research methodology. Undergraduate students majoring in Agricultural Education at Virginia Tech and randomly chosen Virginia vocational agriculture teachers were surveyed by the use of a project developed instrument.

Instrumentation

The first step in developing the project instrument was to collect a series of statements from Agricultural Education students describing why they had selected that major as a career. The statements were reviewed by an instrument development team composed of graduate students in Agricultural Education or Vocational Education. The team reviewed the statements for clarity and duplication. The team consolidated the initial pool into 27 statements and nine categories. These categories and statements were:

Category	Instrument Statements
Previous Work Experience	My farm background influenced me. I tried other jobs and I liked teaching best. I was influenced by agribusiness (non farm) work experience.
Economic/Social	Agricultural education is a good way to get into other jobs in agriculture. Agricultural education has a lot of geographical mobility. The strong demand for agricultural teachers influenced me.
College Experience	A visit to a university campus while in high school influenced me. The counseling center at the university influenced me. I was impressed with the agricultural faculty at the university.

High School Influences	A school administrator influenced me. A high school guidance counselor influenced me. My experiences as a high school vo-ag student and FFA member influenced me.
Instructor influences	A teacher other than an agricultural teacher influenced me. I was favorably impressed by an agricultural teacher. Other teachers convinced me that it would be exciting to be a teacher.
Friends/Peer Influences	A friend encouraged me. Many of my friends were in agricultural education. A student peer influenced me.
Family/Home Influences	My parents influenced me. A brother or sister influenced me. My spouse encouraged me.
Personal Reasons	I wanted to work with young people. I wanted to be my own boss. I wanted to share an interest in my technical agriculture field with others.
Recruitment Activities	A recruitment brochure influenced me. A college recruitment program influenced me. A slide-tape presentation influenced me.

The instrument was field tested with one class of 12 undergraduate students and 11 randomly selected vocational agricultural teachers. The field test participants were excluded from the sample surveyed. The field test consisted of a test-retest administration which established reliability correlation coefficients from $r = .70$ to $r = .88$, for the categories identified above.

In addition to the previously mentioned 27 items, demographic information was also collected. The demographic data consisted of such information as name, sex, year of graduation, type of major, years of enrollment in vocational

agriculture and membership status in the appropriate collegiate agricultural education student organization.

An open ended series of statements was solicited as part of the instrument. These statements were solicited by the direction "Write a brief paragraph stating the most important reasons for deciding to become an agricultural teacher."

Subjects

The subjects participating in the study consisted of two groups. One group was composed of 54 Virginia Tech undergraduate majors enrolled in on-campus agricultural education courses during the fall and winter quarters of the 1979-80 school year.

The second group of subjects was composed of Virginia vocational agriculture teachers. The survey instrument was mailed to 200 vocational agriculture teachers randomly selected from the population of 410 using a systematic sampling procedure. Each subject in the teacher sample received a cover letter co-signed by his or her area supervisor. A total of 177 teachers responded to the instrument for a return rate of 88.5 percent.

Results

The data were analyzed by use of both descriptive and inferential statistics. Descriptive statistics used were frequency, range, and mean. The inferential statistic used was analysis of variance (ANOVA). The results are displayed in Tables 1 through 8.

Pre-service students and teachers

Table 1 indicates that when pre-service (undergraduate) students were compared to teachers grouped by years since graduation, a number of interesting things can be noted. Three of the influencing factor categories had significant differences. One category was high school influences ($.01>p$) which had the highest rating from teachers who had graduated 11 to 18 years ago (1961-68). The lowest rating was given by teachers who had graduated 1 to 3 years ago (1976-78). The second significant category was instructor influences ($.001>p$) with teachers 11 to 18 years since college graduation (1961-68) rating it highest; teachers one to three years since graduation (1976-78) rated it lowest. The third significant category was friends/peers influences ($.01>p$) with teachers 11 to 18 years since graduation (1961-68) rating it highest. Teachers five to 10 years since graduation (1961-74) rated it lowest.

Males and Females

When males and females were compared three categories were found to be significantly different. Table 2 indicates that males rated the category high school influences significantly higher ($.001>p$) than females. Males gave high school influences a mean rating of 9.93, while females rated it 5.89. Males also rated instructor influences significantly higher ($.05>p$) than females. Males gave instructor influences a mean rating of 12.19, while females rated it 9.11. Females rated the category personal reasons significantly higher ($.05>p$) than males. Females gave the category personal reasons a mean rating of 16.57, while males rated it 13.67.

Table 3 illustrates the commonality between the ranking and the means of the 27 items by undergraduate males and females. This table indicates that the top five influencing factors of each group ranks within the top ten of the other group.

Table 1

Means and F Values for Students and Years Since Graduation for Teachers by Categories

Categories	PreService Students n=54	Teachers (1-3 Years) n=51	Teachers (5-10 Years) n=42	Teachers (11-18 Years) n=40	Teachers (19-54 Years) n=43	F
PREVIOUS WORK EXPERIENCE	8.98[a]	10.43	9.86	10.88	12.49	2.41
ECONOMIC/SOCIAL	15.59	15.74	12.88	14.05	11.79	2.61
COLLEGE EXPERIENCES	9.18	9.49	7.62	11.68	8.77	2.42
HIGH SCHOOL INFLUENCES	10.13	7.37	9.24	12.08	8.51	3.46**
INSTRUCTOR INFLUENCES	10.61	9.80	13.02	14.98	11.63	4.76***
FRIENDS/PEER INFLUENCES	9.33	8.25	5.07	11.03	8.56	3.89**
FAMILY/HOME INFLUENCES	5.65	5.43	5.69	7.35	7.26	1.37
PERSONAL REASONS	14.76	14.14	13.00	14.40	14.07	0.37
RECRUITMENT ACTIVITIES	3.83	3.20	2.45	3.50	3.02	0.65

[a]Based on a Scale of 0 (least influence) to 30 (greatest influence)

**Significant at .01 > p

***Significant at .001 > p

Table 2

Means and F Values for Males and Females by Categories

Categories	Males n=196	Females n=35	F
PREVIOUS WORK EXPERIENCE	10.81[a]	9.14	2.64
ECONOMIC/SOCIAL	13.93	15.23	1.02
COLLEGE EXPERIENCES	9.15	9.80	0.33
HIGH SCHOOL INFLUENCES	9.93	5.89	12.31***
INSTRUCTOR INFLUENCES	12.19	9.11	6.60*
FRIENDS/PEER INFLUENCES	8.44	8.14	0.50
FAMILY/HOME INFLUENCES	6.53	4.74	3.29
PERSONAL REASONS	13.67	16.57	5.45*
RECRUITMENT ACTIVITIES	3.27	2.97	0.14

[a]Based on a Scale of 0 (least influence) to 30 (greatest influence)

*Significant at .05 > p

***Significant at .001 > p

Table 3

Ranking and Means of Instrument Questions by Undergraduates for Males and Females

Questions	Males (n=36)		Females (n=18)	
	Rank	$\bar{X}$	Rank	$\bar{X}$
Q1.FARM BACKGROUND	4	6.31[a]	9	3.50
Q2.GET INTO OTHER JOBS	1	7.53	5	4.78
Q3.VISIT TO UNIV.CAMPUS	14	3.39	16	2.50
Q4.SCHOOL ADMINISTRATOR	15	3.17	14	2.83
Q5.TEACHER OTHER THAN AG	21	1.75	18	2.11
Q6.FRIEND	13	3.61	7	3.78
Q7.PARENTS	11	3.89	14	2.83
Q8.WORK WITH YOUNG PEOPLE	6	5.39	1	7.61
Q9.RECRUITMENT BROCHURE	23	1.39	23	1.22
Q10.TRIED OTHER JOBS,PREFER THIS	24	1.17	21	1.50
Q11.GEOGRAPHICAL MOBILITY	9	4.06	13	2.89
Q12.UNIV.COUNSELING CTR.	26	0.33	20	1.78
Q13.H.S.GUIDANCE COUNSELOR	22	1.50	22	1.39
Q14.AG.TEACHER	3	6.47	6	4.00
Q15.HAD FRIENDS IN AGRIC.	12	3.67	23	1.22
Q16.BROTHER OR SISTER	20	1.78	19	2.00
Q17.OWN BOSS	10	3.92	12	2.91
Q18.COLLEGE RECRUITMENT PROGRAM	19	2.14	26	0.83
Q19.NON-FARM WORK EXPERIENCE	18	2.28	17	2.44
Q20.DEMAND FOR AG TEACHERS	5	5.53	4	4.89
Q21.AG FACULTY AT UNIVERSITY	7	5.33	3	5.17
Q22.H.S.VOAG & FFA EXPER.	2	6.53	7	3.78
Q23.OTHER TEACHERS	16	3.03	11	3.22
Q24.STUDENT PEERS	17	2.59	10	3.28
Q25.SPOUSE	27	0.19	27	0.39
Q26.SHARE AG.INTERESTS W/OTHERS	8	4.94	2	5.22
Q27.SLIDE-TAPE PRESENTATION	25	0.69	25	1.00

[a]Based on a Scale of 0 (least influence) to 10 (greatest influence)

It is interesting to note that both groups rated assistance in choosing Agricultural Education as a career from high school guidance counselors and the university counseling center 20th or lower on a scale from one to 27.

Enrollment in Vocational Agriculture

Table 4 displays four categories that had significantly different F values based on years of enrollment in vocational agriculture. The category of previous work experience ($.05 > p$) had its highest mean rating by subjects who had taken two years of vocational agriculture and its lowest mean rating by those who had one year of vocational agriculture. The category of high school influences ($.001 > p$) had its highest mean rating by subjects who had taken five years of vocational agriculture and its lowest mean rating by those subjects who had not taken vocational agriculture. The category instructor influences ($.001 > p$) also had its lowest mean rating by subjects who did not take vocational agriculture. Table 5 indicates the specific rankings of who had enrolled in high vocational agriculture and those who had not. The subjects who had enrolled in high school vocational agriculture ranked high school vocational agriculture and FFA experience as most influential and ranked their spouse as least influential. Subjects who had not enrolled in high school vocational agriculture ranked work with young people as most influential and university counseling center plus high school guidance counselor as least influential.

Undergraduate Collegiate Organization Participation

Five different categories displayed in Table 6 had significantly different F values. The categories of economic/social and high school influences had significant differences at the $.05 > p$ level. Highest rati[illegible] for these two

Table 4

Means and F Values for the Number of Years of Vocational Agriculture Enrollment by Categories

Categories	zero n=68	one n=13	two n=8	three n=26	four n=66	five n=49	F
PREVIOUS WORK EXPERIENCE	9.71[a]	8.23	15.88	10.62	11.02	10.61	2.38*
ECONOMIC/SOCIAL	14.57	13.46	14.00	13.50	13.27	14.37	0.82
COLLEGE EXPERIENCES	8.12	7.69	7.88	9.46	9.92	10.51	1.26
HIGH SCHOOL INFLUENCES	2.94	6.77	10.13	12.42	11.36	14.45	43.70***
INSTRUCTOR INFLUENCES	7.87	12.15	13.25	12.92	14.47	15.06	8.80***
FRIENDS/PEER INFLUENCES	8.28	11.62	13.00	6.27	7.80	8.78	1.77
FAMILY/HOME INFLUENCES	4.69	4.92	4.38	7.77	7.09	6.88	2.49*
PERSONAL REASONS	14.81	11.54	15.50	14.92	13.32	14.20	0.82
RECRUITMENT ACTIVITIES	2.79	2.00	4.00	2.92	3.15	4.18	0.95

[a]Based on a Scale of 0 (least influence) to 30 (greatest influence)

***Significant at .001 > p

*Significant at .05 > p

Table 5

Ranking and Means of Instrument Questions by Undergraduate Students Based on Vocational Agriculture Enrollment While in High School

Questions	Vo-Agr.Taken(n=37)		No Vo-Agr.Taken(n=17)	
	Rank	$\bar{X}$	Rank	$\bar{X}$
Q1.FARM BACKGROUND	4	6.08[a]	8	3.82
Q2.GET INTO OTHER JOBS	3	7.03	2	5.71
Q3.VISIT TO UNIV. CAMPUS	10	3.89	16	1.35
Q4.SCHOOL ADMINISTRATOR	11	3.70	15	1.65
Q5.TEACHER OTHER THAN AG	20	2.16	19	1.24
Q6.FRIEND	11	3.70	9	3.59
Q7.PARENTS	9	4.22	14	2.06
Q8.WORK WITH YOUNG PEOPLE	5	5.92	1	6.59
Q9.RECRUITMENT BROCHURE	23	1.54	23	0.88
Q10.TRIED OTHER JOBS,PREFER THIS	25	0.92	14	2.06
Q11.GEOGRAPHICAL MOBILITY	15	3.22	6	4.65
Q12.UNIV.COUNSELING CTR.	24	1.05	26	0.29
Q13.H.S.GUIDANCE COUNSELOR	21	2.05	27	0.18
Q14.AG.TEACHER	2	7.22	12	2.24
Q15.HAD FRIENDS IN AGRIC.	13	3.54	16	1.35
Q16.BROTHER OR SISTER	19	2.19	21	1.12
Q17.OWN BOSS	14	3.24	7	4.35
Q18.COLLEGE RECRUITMENT PROGRAM	22	1.95	20	1.18
Q19.NON-FARM WORK EXPERIENCE	18	2.41	13	2.18
Q20.DEMAND FOR AG TEACHERS	6	5.54	4	4.82
Q21.AG FACULTY AT UNIVERSITY	7	5.51	5	4.77
Q22.H.S.VOAG & FFA EXPER.	1	7.73	22	1.00
Q23.OTHER TEACHERS	16	3.19	11	2.88
Q24.STUDENT PEERS	17	2.60	10	3.29
Q25.SPOUSE	27	0.19	25	0.41
Q26.SHARE AG.INTERESTS W/OTHERS	8	4.97	3	5.18
Q27.SLIDE-TAPE PRESENTATION	26	0.90	24	0.59

[a]Based on a Scale of 0 (least influence) to 10 (greatest influence)

Table 6

Means and F Values for Undergraduate Collegiate Organization

Participation by Categories

Categories	None n=74	Little Participation n=33	Some Participation n=42	Fairly Active n=30	Active n=38	F
PREVIOUS WORK EXPERIENCE	9.69[a]	10.88	9.38	11.30	12.58	2.40
ECONOMIC/SOCIAL	2.85	13.61	13.14	13.61	16.58	2.62*
COLLEGE EXPERIENCES	8.93	7.45	8.79	10.16	12.26	3.31*
HIGH SCHOOL INFLUENCES	7.86	8.70	10.79	10.73	11.61	3.23*
INSTRUCTOR INFLUENCES	10.57	10.64	11.71	10.03	14.50	2.85
FRIENDS/PEER INFLUENCES	8.24	7.03	7.60	9.50	9.79	0.98
FAMILY/HOME INFLUENCES	6.32	4.73	6.31	6.27	7.47	1.19
PERSONAL REASONS	13.34	12.91	13.00	17.27	15.58	3.09*
RECRUITMENT ACTIVITIES	2.43	2.06	2.64	4.10	5.39	4.55**

[a]Based on a Scale of 0 (least influence) to 30 (greatest influence)

*Significant at .05 > p

**Significant at .01 > p

categories were received from subjects who were active participants in their collegiate organizations, while the lowest rating was given by subjects who did not participate in collegiate organizations. The categories college experiences ($.05 > p$) and recruitment activities ($.01 > p$) displayed significant differences. Active participants gave both categories the highest rating, while subjects with little participation rated them lowest. The category personal reasons had a significant F value at the $.05 > p$ level. Subjects who were fairly active participants in collegiate organizations rated personal reasons highest, while subjects with little participation rated it lowest.

Age for Decision

Figure 1 displays a trend among subjects which indicated that the stronger the affiliation with a major in agricultural education, the younger a decision was made to choose a career in the field. Majors in agricultural education decided on the field as a career at a mean age of 18.66, while subjects with a combination of numerous majors chose the field as a career at a mean age of 26.14. Subjects who had a dual major with a technical agriculture major made a decision to choose the field at a mean age of 20.38. Subjects who certified in agricultural education, but had a major in technical agriculture, chose the field at a mean age of 22.96.

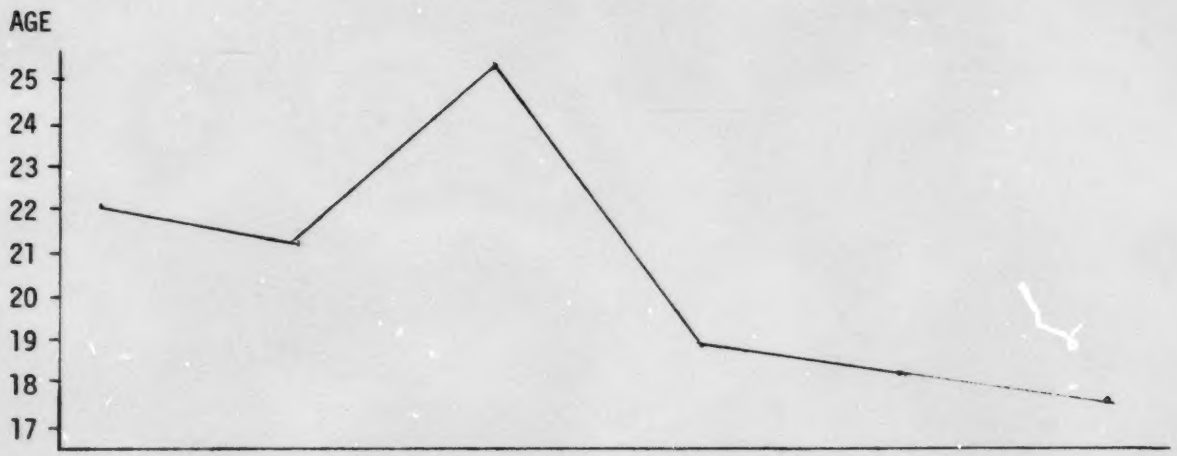
The influence of vocational agriculture is displayed in Figure 2. Subjects who enrolled in vocational agriculture for five years had a mean age of 17.61 for choosing the field as a career. This mean age contrasts with subjects who did not enroll in vocational agriculture who reported a mean age of 21.76 for career selection. Interestingly, subjects who enrolled in vocational agriculture for two years reported career selection at a mean age of 24.63, the highest for any of the six subsets.

Figure 1. Age At Which Decision Made to be an Agricultural Education Teacher By Type Of Major

	AG ED MAJOR	DUAL MAJOR	CERTIFICATION ONLY	COMBINATION
$\bar{X}$ =	18.66	20.38	22.96	26.14

F VALUE = 11.36, .001 > p

Figure 2. Age at Which Decision Made to be an Agricultural Education Teacher by Years Vocational Agriculture Taken While in High School



	ZERO	ONE	TWO	THREE	FOUR	FIVE
$\bar{X}$ =	21.76	21.54	24.63	18.73	18.56	17.61

F VALUE = 6.52, .001 > p

Total by Categories

Table 7 indicates the highest overall grand mean rating by all subjects was given to economic/social (rating of 14.13) and personal reasons (rating of 14.11). The lowest overall mean rating was given to the category of recruitment activities (rating of 3.22).

Table 8 displays the number of reasons stated in an open-ended style by subjects as classified into categories. The highest response was 50 and 47 respectively given as the first reason for the personal reasons and economic/social categories. No subject wrote a statement indicating recruitment activity as the first reason for joining the field of agricultural education.

A total of 80 statements were written as the second reason for joining the field of agricultural education. The most popular category for second reason statements was instructor influences which had 18 statements.

Nineteen subjects wrote statements for their third reason for joining the field of agricultural education. The most popular category for third reason statements was economic/social with six statements.

No pre-service student or teacher described salary as a reason for joining the field of agricultural education. No subject gave teachers' salaries as his or her first, second or third reason for choosing agricultural education as a career.

Table 7

Grand Mean for All Subjects by Categories

Categories	Grand Mean n=231
PREVIOUS WORK EXPERIENCE	10.56[a]
ECONOMIC/SOCIAL	14.13
COLLEGE EXPERIENCES	9.25
HIGH SCHOOL INFLUENCES	9.32
INSTRUCTOR INFLUENCES	11.73
FRIENDS/PEER INFLUENCES	8.39
FAMILY/HOME INFLUENCES	6.25
PERSONAL REASONS	14.11
RECRUITMENT ACTIVITIES	3.22

[a]Based on a Scale of 0 (least influence) to 30 (greatest influence)

Table 8

The Number of Reasons Stated by Subjects for Each Category With Open Ended Statements

Categories	First Reason n	Second Reason n	Third Reason n
PREVIOUS WORK EXPERIENCE	9	4	3
ECONOMIC/SOCIAL	47	16	6
COLLEGE EXPERIENCES	11	7	1
HIGH SCHOOL INFLUENCES	29	10	1
INSTRUCTOR INFLUENCES	32	18	2
FRIENDS/PEER INFLUENCES	3	2	0
FAMILY/HOME INFLUENCES	13	12	3
PERSONAL REASONS	50	10	3
RECRUITMENT ACTIVITIES	0	1	0
NO REASON GIVEN	37	151	212
TOTAL	231	231	231

Summary and Conclusions

1. Pre-service students chose a career in agricultural education for the same reasons as teachers.

2. The categories of high school influences and instructor influences had greater impact on males; the category of personal reasons had greater impact on females.

3. The categories displaying the greatest significant difference for years of enrollment in vocational agriculture were high school influences and instructor influences.

4. The more active subjects were in their collegiate organizations, the higher they rated the nine categories as influencing factors.

5. Subjects with a major in agricultural education chose a career in agricultural education at a younger age than any other college major classification.

6. Students who enrolled in vocational agriculture for five years, chose a career in agricultural education at a younger age than students enrolled in vocational agriculture for a fewer number of years.

7. The two most influential categories for all subjects in choosing a career in agricultural education were economic/social and personal reasons.

8. Salary of vocational agriculture teachers were not identified as an important influencing factor for choosing the profession as a career.

Recommendations

1. A longitudinal study should be launched using baseline data collected from this study to evaluate the impact of the Virginia Tech Career Information program.

2. All vocational teacher preparation programs should conduct similar studies to determine career influencing factors for their majors.

3. Career information from this study should be shared with prospective majors.

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